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ABSTRACT

Both Hispanics and Whites have made important educational gains over the past two decades. However, Hispanics trail their White peers with respect to educational access, achievement, and attainment, although some differences have narrowed over time. This booklet summarizes data from "The Condition of Education, 1995," on overall educational trends for the U.S. Hispanic population, with breakouts for Hispanic subpopulations (Mexican Americans, Puerto Ricans, Cuban Americans, and recent immigrants from Central and South America) where data permit. In summary, Hispanic children are less likely to be enrolled in preprimary education. Gaps in overall reading, mathematics, and science achievement appear at age 9 and persist through age 17, although some gaps have narrowed over time. Hispanic students are no less likely than White students to have their parents involved in their schooling, but Hispanic students are more likely to face a disorderly school environment. Both Hispanic and White high school graduates followed a more rigorous curriculum than a decade ago, but Hispanic graduates were less likely to have taken advanced science and mathematics courses. Even though they tend to have lower educational aspirations than Whites, Hispanic students are as likely to make the immediate transition from high school to college. However, average educational attainment levels are lower among Hispanic than White young adults. Employment rate and earnings are positively associated with educational attainment but are lower for Hispanics than for Whites with the same amount of education. Among adults, Hispanics have lower average literacy levels than Whites, both in general and at similar levels of educational attainment. Contains 19 figures and data tables and 24 references. (Author/SV)

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NATIONAL CENTER FOR EDUCATION STATISTICS

Findings from

THE CONDITION OF EDUCATION 1995

THE EDUCATIONAL PROGRESS OF HISPANIC STUDENTS

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September 1995

The text in this booklet was written by Thomas M. Smith of the Data Development Division of NCES and appears in ***The Condition of Education, 1995.*** *Steven G. Klein of MPR Associates, Inc. adapted the content to this format, Andrea Livingston and Karen Singson edited the text, and Leslie Retallick and Lynn Sally designed the graphics and layout.*

The Educational Progress of Hispanic Students

Education has always been seen as one means of upward mobility, especially for those who are socially and economically disadvantaged. Hispanic children are likely to be at an educational disadvantage relative to whites for several reasons, including a greater likelihood of living in poverty and lower average levels of parental education.[1] A larger percentage of Hispanic students also attend disadvantaged schools where the overall academic and supporting environments are less conducive to learning.[2] In addition, a much higher proportion of Hispanics than non-Hispanics are foreign born, meaning that Hispanic children are less likely to hear or speak English at home and are more likely to have limited English proficiency.

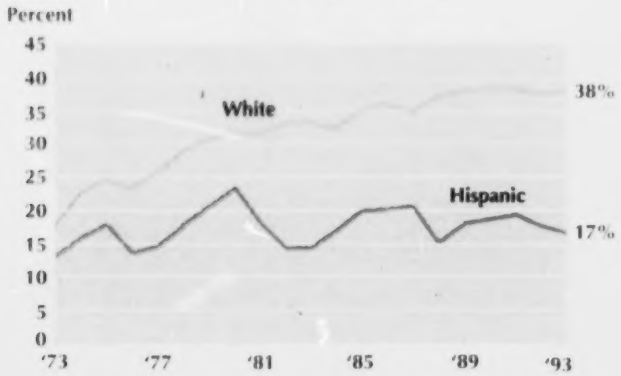
Although limited data availability often leads researchers to treat Hispanics as if they were a homogeneous group, the U.S. Hispanic population is diverse. The three largest Hispanic subgroups are Mexican Americans, Puerto Ricans, and Cubans. Recent immigrants from Central and South America constitute a fourth group. These subgroups are concentrated in different parts of the United States, their economic circumstances vary, and the timing of their immigration differs. In this fourth publication in the series of *Findings from The Condition of Education*, overall trends for the U.S. Hispanic population are provided, with breakouts for the largest Hispanic subpopulations where data permit.

Both Hispanics and whites have made important educational gains over the past two decades (see, for example, No. 1 in this series, "High School Students Ten Years After *A Nation At Risk*"). In many regards, however, Hispanics trail their white counterparts with respect to educational access, achievement, and attainment, although some of these differences have narrowed over time. Outlined below are some examples of the educational differences between Hispanics and whites with respect to preschool attendance, demographics, academic achievement, dropout rates, school climate, parental involvement, course-taking patterns, educational aspirations, college attendance and completion, labor market outcomes, and adult literacy levels.

- **Hispanic children start elementary school with less preschool experience than white children, and this gap has widened over time.**

Hispanic and white children differ greatly in their extent of participation in education before kindergarten. Several federal programs, such as Head Start, a popular program for disadvantaged preschoolers, were launched to give children from low-income families an early start in education. Yet, despite these programs, fewer Hispanic children are enrolled in preschool than white children, and the gap has widened over time. In 1993, 17 percent of Hispanic 3- and 4-year-olds were in preschool programs compared to 38 percent of white children. Since the mid-1970s, white enrollment rates in preschool have increased more than 10 percentage points, while Hispanic enrollment rates have fluctuated, with the rate in 1993 approximating that in 1973.

3- and 4-year-olds enrolled in prekindergarten



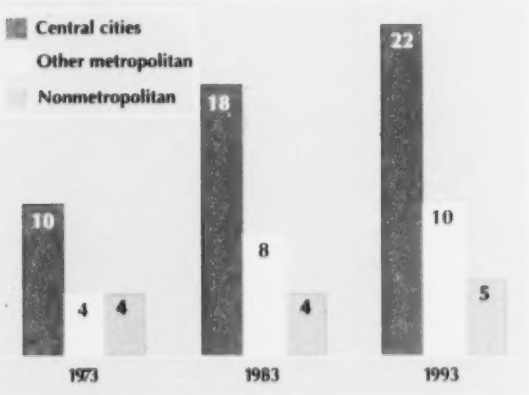
SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

DEMOGRAPHICS

- **Hispanic children are the fastest growing ethnic group in public schools.**

The percentage of students in elementary and secondary public schools who are Hispanic has doubled over the last two decades. Enrollment of Hispanic students increased from less than 6 percent of total public enrollment in 1973 to nearly 12 percent in 1993. This demographic change has been most pronounced in central cities and other metropolitan areas.

Percentage of public school students who are Hispanic



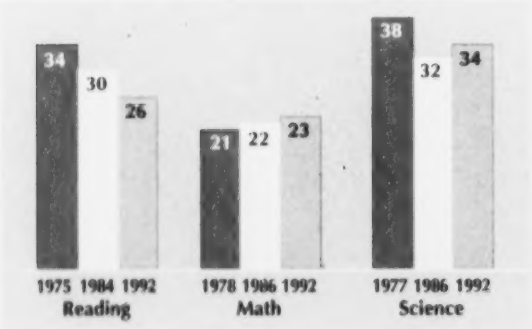
SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Furthermore, the ethnic isolation of Hispanic students has risen. For example, between 1968 and 1992, the percentage of Hispanic students attending schools that were 90–100 percent minority increased from 23 to 34 percent.[3]

- **Although gaps in the academic performance of Hispanic and white students appear as early as age 9 and persist through age 17, some of these gaps have narrowed over time.**

As early as age 9, differences can be seen in the academic performance of Hispanic and white students. Academic proficiency in reading, mathematics, and science, as measured at age 9 by the National Assessment of Educational Progress (NAEP), is lower for Hispanic children than for white children. Although scores for Hispanic 9-year-olds have increased in mathematics and science over the past 15–20 years, there has been little change in the gap between the scores of white and Hispanic 9-year-olds over this time period.

Hispanic-white gaps in reading, mathematics, and science for 9-year-olds (in scale points)



SOURCE: NCES, National Assessment of Educational Progress.

Although the achievement gap between Hispanic and white 13-year-olds has narrowed greatly in mathematics and science since the late 1970s, a large gap remains in these subjects, as well as in reading. For example, in 1992, the average mathematics proficiency scores of Hispanic 13-year-olds fell about midway

between the average proficiency scores of white 9- and 13-year-olds. This gap suggests that, on average, Hispanic children's level of math skills may be as much as 2 years behind that of their white peers by age 13—a deficiency that they will carry with them into high school. The size of the gap was similar in reading and was even larger in science, with Hispanic 13-year-olds scoring at about the same level as white 9-year-olds.

Average proficiency scores

Subject and year	White			Hispanic		
	Age 9	Age 13	Age 17	Age 9	Age 13	Age 17
Reading						
1975	217	262	293	183	232	252
1984	218	263	295	187	240	268
1992	218	266	297	192	239	271
Mathematics						
1978	224	272	306	203	238	276
1986	227	274	308	205	254	283
1992	235	279	312	212	259	292
Science						
1977	230	256	298	192	213	262
1986	232	259	298	199	226	259
1992	239	267	304	205	238	270

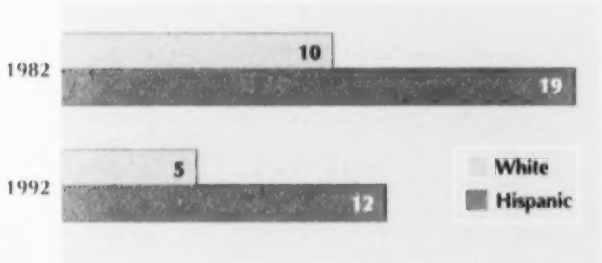
SOURCE: NCES, National Assessment of Educational Progress.

At age 17, NAEP scores indicate a large gap in reading, mathematics, and science achievement between whites and Hispanics. The Hispanic-white gap in reading and mathematics, however, has narrowed over time. For example, in 1975, average reading proficiency among Hispanics at age 17 was well below that of 17-year-old whites, and even below that of 13-year-old whites. In 1992, the proficiency gap had fallen by one-third, such that 17-year-old Hispanics were now reading at about the same level as that of 13-year-old whites. Most of these gains in reading were made by 1984, however. While the gap between the mathematics scores of Hispanic and white 17-year-olds also remains large, Hispanic students continue to make proficiency gains.

- **Dropout rates among Hispanic high school students are declining.**

Although the dropout rate is still considered high by many educators, the 10th- to 12th-grade dropout rate among Hispanics was substantially lower in 1992 than it was a decade earlier.[4] However, dropout rates for Hispanics are still much higher than for whites. The reasons that both Hispanics and whites gave for leaving school were more often school-related than job- or family-related concerns. Three out of 10 Hispanic female dropouts reported leaving school because they were pregnant, about the same proportion as white females.[5]

10th- to 12th-grade dropout rates



SOURCE: NCES, High School and Beyond Study and the National Education Longitudinal Study of 1988.

With a lower proportion of Hispanic high school students dropping out, one might expect the percentage of 16- to 24-year-old Hispanics who have not completed high school or earned a GED (the status dropout rate) to have declined. However, there was no measurable decline in the status dropout rate for Hispanics between 1972 and 1992.[6] This may be due, in part, to high dropout rates for Hispanics before 10th grade,[7] and high immigration rates for less educated Hispanic young adults who may never enter U.S. schools.

- **Dropping out is strongly related to the length of time a Hispanic family has lived in the United States and to the family's country of origin.**

In 1989, 43 percent of Hispanic 16- to 24-year-olds born outside the 50 states and the District of Columbia had not completed high school or earned a GED. The status dropout rates for first-generation and at least second-generation Hispanic Americans were considerably lower (17 percent and 24 percent, respectively). It should be noted, however, that Hispanic dropout rates are still double those of non-Hispanics when the length of residency in the United States is taken into account. In other words, high status dropout rates among Hispanics are not just a problem associated with recent immigration.[8]

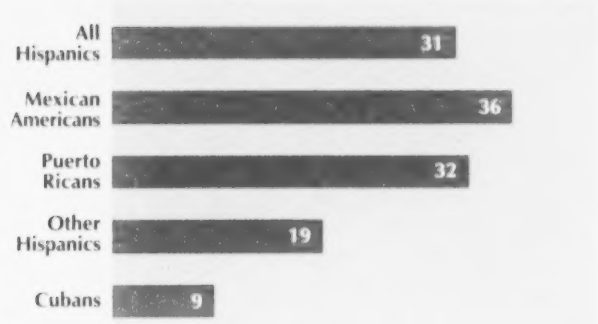
Status dropout rates among 16- to 24-year-olds: 1989

Recency of migration	Total	Hispanic	Non-Hispanic
Total	13%	31%	10%
Born outside the 50 states and D.C.	29	43	8
First generation	10	17	6
Second generation or more	11	24	11

SOURCE: U.S. Department of Commerce, Bureau of the Census, November Current Population Survey, 1989.

Compared to the status dropout rate for all 16- to 24-year-old Hispanics in 1989, the dropout rates for Mexican Americans and Puerto Ricans were similar. However, the dropout rates for Cubans and "other Hispanics" (including Central and South Americans) were much lower.

Status dropout rates for persons aged 16–24



SOURCE: U.S. Department of Commerce, Bureau of the Census, November Current Population Survey, 1989.

Mexican Americans made up about 64 percent of the Hispanic population in 1989, and about 74 percent of all Hispanic dropouts in this age group. Among Mexican Americans born elsewhere, the dropout rate was 55 percent; this subgroup accounted for about 48 percent of all Hispanic dropouts.[9]

Learning Environment

- **Hispanic seniors are more likely than their white peers to experience learning disruptions, but have similar attitudes about discipline and teaching quality in their schools.**

Research indicates that a safe and orderly school environment is key to effective learning. A student's achievement can be affected by the degree to which the school maintains such an environment. In 1992, Hispanic seniors were more likely than white seniors to report that disruptions by other students interfered with their learning, that fights often occurred between different

racial/ethnic groups, and that they did not feel safe at their school. Furthermore, Hispanics were almost three times as likely as whites to report that there were many gangs in their school. Hispanics were no less likely than whites, however, to report that in their school "discipline is fair," the "teaching is good," and that "teachers are interested in students."

12th-graders' attitudes about school climate: 1992

Statements about school climate	Percent agreeing or strongly agreeing with statement	
	White	Hispanic
Teachers are interested in students	82	84
Teaching is good	85	89
Discipline is fair	68	75
Disruptions by other students interfere with my learning	31	40
I don't feel safe at this school	9	15
Fights often occur between different racial/ethnic groups	21	32
There are many gangs in school	13	36

SOURCE: NCES, National Education Longitudinal Study of 1988.

- **Hispanic-white differences in degree of parental involvement are not large; however, they do vary by the type of involvement.**

The degree to which parents are involved in their children's education is also crucial to effective schooling. Although the vast majority of eighth-grade students reported in 1988 that they talked to their parents about school, Hispanic eighth-graders were slightly less likely than their white peers to talk with their parents about selecting classes, school activities, or class studies.

Similar percentages of Hispanic and white students had parents who checked their homework and limited their going out with friends. Hispanic eighth-graders, however, were more likely than their white counterparts to report that their parents had limited their television viewing and that their parents had visited their classes.

Percentage of eighth-graders reporting parental involvement: 1988

Type of involvement	White	Hispanic
Talked about:		
selecting classes	87	82
school activities	92	86
class studies	89	84
Checked homework	90	90
Limited TV viewing	63	67
Limited going out with friends	89	89
Spoke with teacher/counselor	59	57
Visited classes	26	34

SOURCE: NCES, National Education Longitudinal Study of 1988.

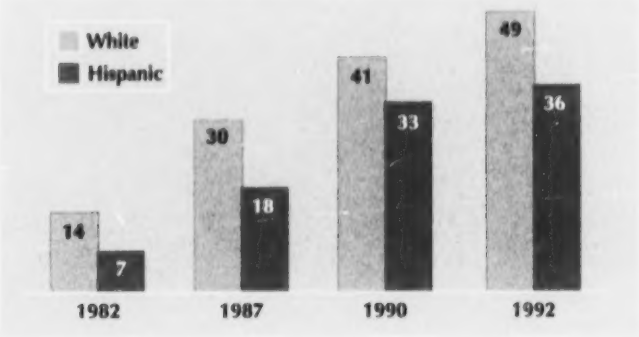
Parents of both Hispanic and white 12th-grade students in 1992 were equally likely to be contacted by school personnel regarding the academic performance of their child (56 percent and 53 percent, respectively). However, parents of Hispanic children were less likely to be asked to volunteer at school than white parents (39 percent and 59 percent, respectively).[10]

CURRICULUM

- **Both Hispanic and white high school graduates are following a more rigorous curriculum than they were a decade ago.**

Both Hispanic and white graduates of the class of 1992 took, on average, four more academic courses than did their counterparts a decade earlier. In 1992, Hispanic and white high school graduates had, on average, earned a similar number of total course units (24 each) and academic units (17 and 18, respectively).[11] Hispanic graduates were, however, less likely than their white counterparts to have taken the core curriculum (4 units of English and 3 units each of science, social studies, and mathematics) recommended in *A Nation At Risk*.[12]

Percentage of high school graduates taking the number of courses in English, science, social studies, and mathematics recommended in *A Nation At Risk*



SOURCE: NCES, High School and Beyond Transcript Study; 1987 and 1990 NAEP High School Transcript Studies; and National Education Longitudinal Study Transcripts, 1992.

- **Hispanic high school graduates are less likely than their white counterparts to take advanced science and mathematics courses, but are just as likely to take foreign language courses.**

Between 1982 and 1992, the percentage of both Hispanic and white high school graduates who took advanced mathematics and science courses increased dramatically. In 1992, Hispanic graduates were more likely than white graduates to have taken remedial mathematics, just as likely to have taken Algebra I, and less likely to have taken geometry, Algebra II, or trigonometry than were white graduates. Although similar percentages of Hispanic and white graduates took biology, Hispanics were less likely to have taken chemistry, physics, or a combination of biology, chemistry, and physics. However, Hispanic college-bound graduates were just as likely as their white peers to have taken at least 2 years of a foreign language in high school (72 percent and 75 percent, respectively).[13]

Percentage of high school graduates taking selected courses

Mathematics and science courses	1982		1992	
	White	Hispanic	White	Hispanic
Remedial mathematics	27.0	48.5	14.6	24.2
Algebra I	84.0	66.8	94.0	92.5
Geometry	53.9	29.0	72.6	62.9
Algebra II	40.5	22.5	59.2	46.9
Trigonometry	13.8	6.8	22.5	15.2
Calculus	5.0	1.6	10.7	4.7
Biology	80.1	73.2	93.5	91.2
Chemistry	34.7	16.7	58.0	42.6
Physics	15.3	5.5	25.9	15.7
Biology, chemistry, and physics	11.2	3.7	22.6	12.8

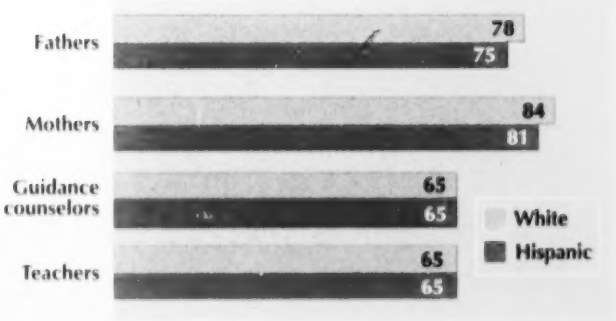
SOURCE: NCES, High School and Beyond Transcript Study and National Education Longitudinal Study Transcripts, 1992.

EDUCATIONAL ASPIRATIONS

- **On average, Hispanic students have lower educational aspirations than white students, despite having college recommended to them at similar rates.**

In 1990, 14 percent of Hispanic sophomores aspired to a high school diploma or less, compared to 9 percent of white sophomores. Forty-seven percent of Hispanic sophomores aspired to a bachelor's degree or higher, compared to 61 percent of whites.[14]

Percentage of 1990 high school sophomores for whom college attendance was recommended after high school



SOURCE: NCES, National Education Longitudinal Study of 1988.

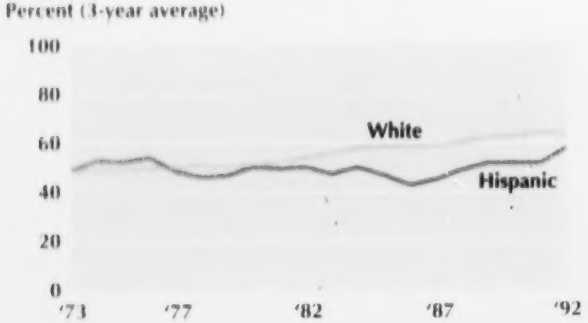
Hispanic sophomores in 1990, however, were just as likely as whites to have teachers and guidance counselors recommend college attendance. Hispanic sophomores were also about as likely to have their parents advise them to attend college as their white counterparts.[15]

ENROLLMENT

- **Although Hispanic students have lower educational aspirations than whites and drop out at higher rates, the college transition rates for Hispanic and white high school graduates are similar.**

The percentage of Hispanics enrolling in college in October following high school graduation was 58 percent in 1992, a difference that is statistically indistinguishable from the college transition rate for white high school graduates.

High school graduates enrolled in college the October following high school graduation



SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Hispanic students accounted for nearly 7 percent of the total enrollment at colleges and universities in 1992. At 2-year public colleges, Hispanic students made up nearly 10 percent of total enrollment, compared to nearly 5 percent at 4-year colleges and universities.[16]

- **Hispanic and white degree recipients concentrate in different fields of study at both the associate's and bachelor's degree levels.**

In 1991, at the associate's degree level, Hispanic men were slightly less likely than white men to major in other technical/professional fields, but were more likely to major in arts and sciences. Hispanic women were more likely than white women to earn associate's degrees in the arts and sciences and in business, but were less likely to earn degrees in health-related fields. Between 1987 and 1991, differences in the fields studied by Hispanics and whites at the associate's degree level narrowed for men and widened for women.[17]

At the bachelor's degree level, in 1991, Hispanics were more likely than whites to major in social and behavioral sciences and were less likely to major in technical/professional fields. Overall, Hispanic-white differences in the fields studied at the bachelor's degree level narrowed between 1977 and 1991, although almost all of the decrease occurred between 1977 and 1985.[18]

Percentage of bachelor's degrees conferred

Field of study	1977		1991	
	White	Hispanic	White	Hispanic
Total degrees	100.0	100.0	100.0	100.0
Humanities and social/behavioral sciences	33.7	41.6	33.3	36.7
Humanities	16.2	19.0	16.3	17.4
Social/behavioral sciences	17.5	22.6	17.0	19.3
Natural sciences	10.0	8.2	6.2	6.2
Life sciences	5.9	5.3	3.4	4.1
Physical sciences	2.5	1.8	1.5	1.1
Mathematics	1.6	1.2	1.3	1.0
Computer sciences and engineering	5.8	5.3	8.6	9.7
Computer sciences	0.7	0.5	2.0	2.5
Engineering	5.1	4.8	6.6	7.2
Technical/professional	50.5	44.9	51.8	47.4
Education	15.5	16.3	11.1	9.6
Business and management	16.5	13.9	22.9	21.4
Health sciences	6.4	4.6	5.5	4.7
Other technical/professional	12.1	10.1	12.3	11.7

SOURCE: NCES, IPEDS/HEGIS surveys of degrees conferred.

- **Hispanic-white differences in postsecondary persistence vary by initial degree objective.**

Among beginning students whose goal in 1989–90 was a vocational certificate, a lower percentage of Hispanic students had completed one by early 1992 than had white students (32 versus 53 percent). Among beginning students who sought an associate's degree, however, Hispanic students were far more likely to have been continuously enrolled or to have reenrolled after an interruption in 1992 than their white counterparts (72 versus 53 percent). The persistence rates of Hispanic and white students pursuing bachelor's degrees were similar over this period, although whites were more likely than Hispanics to have been continuously enrolled.[19]

- **Hispanics are about half as likely as their white peers to complete 4 years of college, and this gap has not diminished over time.**

Although Hispanics and whites have similar college persistence rates, young adult Hispanics in general have much lower college attainment rates than do young adult whites. In 1994, slightly more than one-half of Hispanic high school graduates 25–29 years old had completed at least some college, compared to nearly two-thirds of their white counterparts. In addition, about 13 percent of Hispanic high school graduates in this age group had earned a bachelor's degree or more, compared to 30 percent of whites. These gaps in the educational attainment rates of Hispanics and whites did not close between 1971 and 1994.

Percentage of 25- to 29-year-old high school graduates completing 1 or more or 4 or more years of college

Year	1 or more years		4 or more years	
	White	Hispanic	White	Hispanic
1971	44.9	30.6	23.1	10.5
1976	53.8	36.3	29.3	12.7
1981	51.2	39.6	26.3	12.5
1986	52.3	42.9	28.1	15.3
1991	54.9	42.2	29.7	16.3
	Some college or more		Bachelor's degree or more	
1994	62.7	51.5	29.7	13.3

NOTE: Beginning in 1992, the Current Population Survey changed the questions it used to obtain the educational attainment of respondents.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

- **Hispanics who do complete college take longer, on average, than do whites.**

Of 1990 college graduates, 60 percent of Hispanic students completed in 5 or fewer years, compared to 72 percent of white students. Taking longer to graduate may result from changing schools or majors, stopping out, or taking a reduced course load for financial, academic, or personal reasons. The additional time in college can be costly to the individual, as it delays entrance into the full-time labor market.[20]

Percentage of 1990 college graduates completing the baccalaureate degree within various years of starting college

Race/ ethnicity	4 or fewer years	5 or fewer years	6 or fewer years	More than 6 years
White	44.4	71.6	81.5	18.5
Hispanic	31.1	60.3	72.9	27.1

SOURCE: NCES, Recent College Graduates surveys.

- **Baccalaureate degree attainment of Hispanics varies by sex.**

Hispanic women earn substantially more bachelor's degrees than Hispanic men, although the number of degrees earned by both groups has increased since the early 1980s. The number of degrees earned by Hispanic men increased by 50 percent between 1981 and 1991, while the number earned by Hispanic women increased by 86 percent.[21] In contrast, the number of degrees earned by white men increased by 2 percent over the same time period, while the number earned by white women increased by 22 percent.

Bachelor's degrees conferred (numbers in thousands)

	Male		Female	
Year	White	Hispanic	White	Hispanic
1977	438.2	10.3	369.5	8.4
1981	406.2	10.8	401.1	11.0
1985	405.1	12.4	421.0	13.5
1987	406.8	12.9	435.1	14.1
1989	407.1	13.9	452.6	16.0
1991	415.5	16.2	488.6	20.5

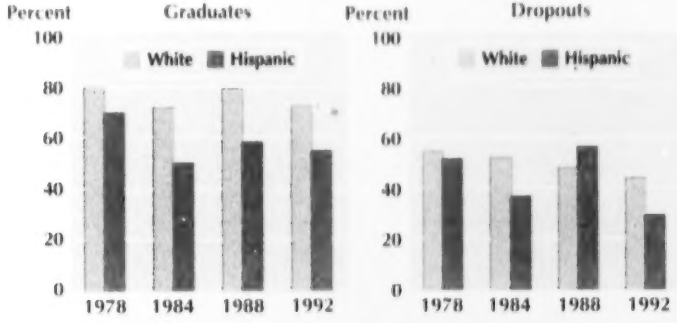
SOURCE: NCES, IPEDS/HEGIS surveys of degrees conferred.

Labor Market Outcomes

- **Employment and earnings rates rise with educational attainment for both Hispanics and whites, but are lower for Hispanics than for whites with the same amount of education.**

In 1992, more than one-half (54 percent) of recent Hispanic high school graduates not enrolled in college were employed, compared to slightly less than one-third (29 percent) of Hispanic recent dropouts. Yet, white graduates not enrolled in college were far more likely than Hispanic graduates not enrolled in college to be employed.

Employment rates for recent high school graduates not enrolled in college and for recent high school dropouts



SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

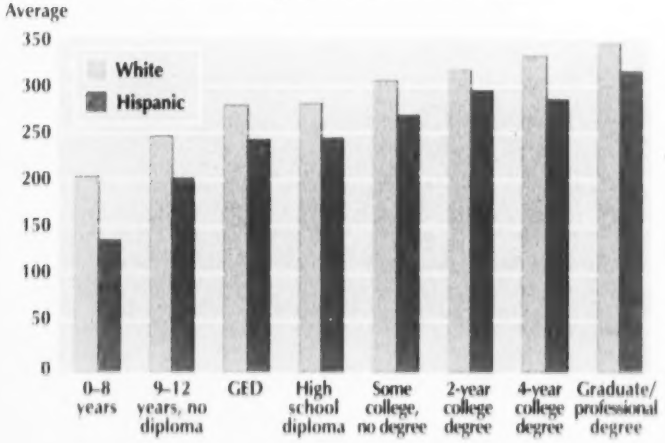
Earnings among 25- to 34-year-old Hispanics, particularly Hispanic females, show that the incentive to pursue additional education is sizable. For example, in 1993, Hispanic males with 9–11 years of schooling earned 27 percent less than Hispanic male high school graduates; those with a bachelor's degree earned 60 percent more. Hispanic females with 9–11 years of schooling earned 30 percent less than their counterparts with a high school diploma; those with a bachelor's degree earned 82 percent more.[22]

Between 1981 and 1993, the earnings advantage of completing college increased for both Hispanics and whites. However, Hispanic-white differentials in earnings exist at each level of educational attainment. For example, white male college graduates 25–34 years old earned 23 percent more in 1993 than did Hispanic male college graduates of the same age; similarly, white female college graduates 25–34 years old earned 14 percent more than their Hispanic counterparts over the same period.[23]

- **Hispanics have lower literacy levels than whites overall and whites with similar levels of education, but the gaps are smaller for younger adults than for older ones.**

Large gaps exist between the literacy skills of Hispanics and whites both within and across levels of education. On the National Adult Literacy Survey, Hispanics scored at levels that were similar to whites with less education. In 1992, for example, Hispanics with a 4-year college degree had prose literacy scores resembling those of whites with a high school diploma. However, the gap in literacy between Hispanics and whites is less for 16- to 24-year-olds than for 25- to 64-year-olds.[24] The differences in the labor market opportunities of Hispanics and whites noted above may be related to the differences in the literacy levels of both groups at similar levels of educational attainment.

Prose literary scores of adults: 1992



SOURCE: NCES, National Adult Literacy Survey, 1992.

Summary

In summary, Hispanic children are less likely to be enrolled in preprimary education. Gaps in reading, mathematics, and science achievement appear at age 9, and persist through age 17, although some of these gaps have narrowed over time. Hispanic students are no less likely than white students to have their parents involved in their schooling, although Hispanic students are in some cases more likely to face a disorderly school environment than their white peers. Both Hispanic and white high school graduates are following a more rigorous curriculum than they were a decade ago. Hispanic graduates are less likely, however, to have taken advanced science and mathematics courses in high school than their white counterparts, but are just as likely to have taken foreign languages. Even though they have lower educational aspirations than whites, Hispanic students are about as likely as whites to make the immediate transition from high school to college. However, educational attainment levels are lower among Hispanic than white young adults. For Hispanics, educational attainment is positively associated with employment and earnings, although earnings and employment rates are lower for Hispanics than for whites with the same amount of education. Among adults, Hispanics have lower literacy levels than whites, both in general and at similar levels of educational attainment.

[1]Hispanic children are much more likely to experience poverty than white children. In 1992, 39 percent of Hispanic children lived in families with an income level below the poverty line, compared to 16 percent of white children. See *The Condition of Education, 1994*, 132, based on Current Population Reports, series P-60, "Poverty in the United States: . . . ," various years.

[2]Samuel S. Peng, Dean Wright, and Susan T. Hill. *Understanding Racial-Ethnic Differences in Secondary School Science and Mathematics Achievement* (NCES 95-710). U.S. Department of Education, National Center for Education Statistics. Washington, D.C.: February 1995.

[3]U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1992; and U.S. Department of Education, Office for Civil Rights, Elementary and Secondary School Civil Rights Survey, 1968.

[4]U.S. Department of Education, National Center for Education Statistics. *Dropout Rates in the United States: 1993*. Washington, D.C.: 1994, table 21.

[5]Ibid., table 19.

[6]Ibid., figure 4.

[7]Hispanics in the 8th-grade class of 1988 were almost twice as likely as their white counterparts to drop out between 8th and 10th grade: 9.6 and 5.2 percent, respectively. See *Dropout Rates in the United States: 1993*, table 18.

[8]Mary Frase. *Are Hispanic Dropout Rates Related to Migration?* U.S. Department of Education, National Center for Education Statistics. Washington, D.C.: 1992, table 1.

[9]Ibid.

[10]*The Condition of Education, 1995*, 353, based on the National Education Longitudinal Study of 1988.

[11]*The Condition of Education, 1994*, 72, based on the High School and Beyond Transcript Study; 1987 and 1990 NAEP High School Transcript Studies; and National Education Longitudinal Study Transcripts, 1992.

[12]The panel's recommendation of 0.5 units in computer science is not included in this description.

[13]*The Condition of Education, 1994*, 78, based on the High School and Beyond Transcript Study and National Education Longitudinal Study Transcripts, 1992.

[14]U.S. Department of Education, National Center for Education Statistics, *America's High School Sophomores: A Ten Year Comparison*, Washington, D.C.: 1993, table 6.1.

[15]*The Condition of Education, 1994*, 36, based on *America's High School Sophomores: A Ten Year Comparison*; High School and Beyond, 1980; and National Education Longitudinal Study of 1988 and 1990.

[16]*The Condition of Education, 1995*, 139, based on IPEDS/HEGIS surveys of fall enrollment.

[17]*The Condition of Education, 1994*, 84, based on IPEDS/HEGIS surveys of degrees conferred.

[18]*The Condition of Education, 1994*, 86, based on IPEDS/HEGIS surveys of degrees conferred.

[19]*The Condition of Education, 1994*, 42, based on the Beginning Postsecondary Student Longitudinal Survey, 1992.

[20]*The Condition of Education, 1993*, 27, based on Recent College Graduates surveys.

[21]*The Condition of Education, 1994*, 88, based on IPEDS/HEGIS surveys of degrees conferred.

[22]*The Condition of Education, 1995*, 292–94, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

[23]Ibid.

[24]*The Condition of Education, 1994*, 66, based on *Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey*, 1993.

For more information, see the following NCES publications:

The Condition of Education, 1995. Washington, D.C.: 1995.
The Condition of Education, 1994. Washington, D.C.: 1994.
Digest of Education Statistics, 1994. Washington, D.C.: 1994.
Dropout Rates in the United States: 1993. Washington, D.C.: 1994.
America's High School Sophomores: A Ten Year Comparison. Washington, D.C.: 1993.

Other ***Findings from The Condition of Education:***

No. 1: *High School Students Ten Years After* A Nation At Risk
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